

# Unit Planning Guide: Grade 2 - Unit 2 of 6

Unit Title: Realistic Fiction	Pacing (Duration of Unit): 7 weeks
Grade: 2	Buffer Day(s): 2

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

RL.2.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

**SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.**

**SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion**

**SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.

<p><b>L. 2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.2.2b</b> Use commas in greetings and closings of letters.</p> <p><b>L.2.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.2.4b</b> Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)</p> <p><b>L.2.4c</b> Use a known root as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)</p> <p><b>L.2.4d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings</p> <p><b>L.2.5a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events that include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.</p>	
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**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

<p><b>Big Ideas:</b> (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p> <ul style="list-style-type: none"> <li>Realistic fiction helps us to understand our own lives and the lives of others.</li> <li>Every story follows the same basic structure.</li> <li>Knowledge and use of a story structure guides readers' understanding of a story.</li> <li>When readers make predictions and ask questions as they are reading, comprehension is increased.</li> <li>Writing about what you have read helps to clarify understanding.</li> </ul>	<p><b>Essential Questions:</b> (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> <li>Why do we like to read about things that are not true but could really happen?</li> <li>How do story elements help us remember and retell stories?</li> <li>How do we predict, ask questions, clarify, and summarize when we read stories?</li> </ul>
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**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- The structure of a story moves from beginning to end and includes setting, character, problem, events, and resolution.
- Illustrations help the reader comprehend the setting, characters, plot, mood, tone.
- Comprehension strategies (summarizing, asking questions, classifying and predicting).
- Rules of discussion (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) when talking with a partner or in a small group.

**Academic Vocabulary**

elements  
setting  
character  
theme  
opinion  
support

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Identifying story structure elements and using them to retell a story.
- Using comprehension strategies (summarizing, asking questions, clarifying and predicting) as they read.
- Discussing what they have read with a partner, in small groups, or with the whole class.
- Writing a summary of a story, including the beginning, middle, and end.
- Writing a friendly letter.